

# **DUAL ENROLLMENT IN MARYLAND: HIGHLIGHTS FROM THE 2016 DUAL ENROLLMENT REPORT**

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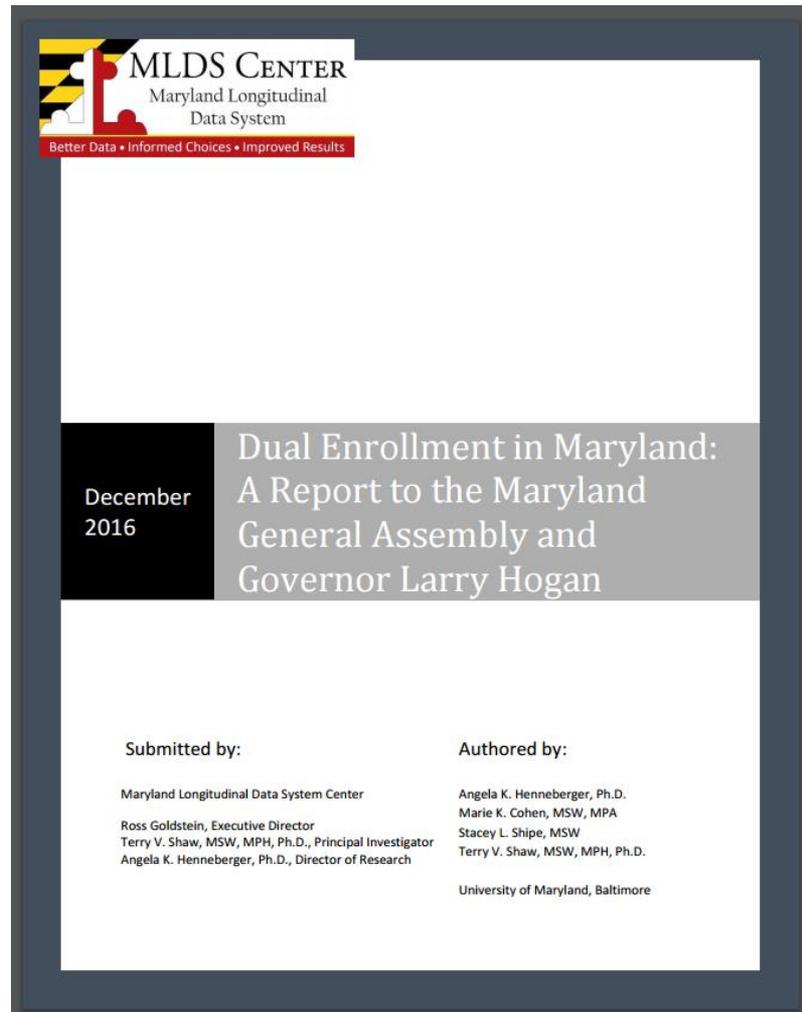
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[HTTPS://MLDSCENTER.MARYLAND.GOV/](https://mldscenter.maryland.gov/)



# INTRODUCTION

- The annual dual enrollment report is a requirement of the CCR-CCA of 2013.
- As defined in Education Article §18-14A-01, Annotated Code of Maryland, a dually enrolled student is a student who is both:
  - Enrolled in a Maryland high school
  - Enrolled in a Maryland college.
- Required reporting:
  - Number of students by high school district
  - Course information for dually enrolled students.

# INTRODUCTION

- Increased focus on dual enrollment at the state and local levels.
  - Dually enrolled students more likely to be:
    - White, female, non-Hispanic, higher SES.
  - Dual enrollment is associated with positive outcomes, including increased likelihood of:
    - Enrolling in college
    - Enrolling in a four year institution
    - Pursuing a Bachelor's degree
    - Earning a college degree.
- (An, 2013; Karp et al., 2007; Marken et al., 2013; Thomas et al., 2013)

# RESEARCH QUESTIONS

- What are the demographic characteristics of Maryland students who are dually enrolled in a Maryland public high school and a Maryland college?
- What are the college enrollment outcomes of Maryland students who are dually enrolled in a Maryland public high school and a Maryland college?

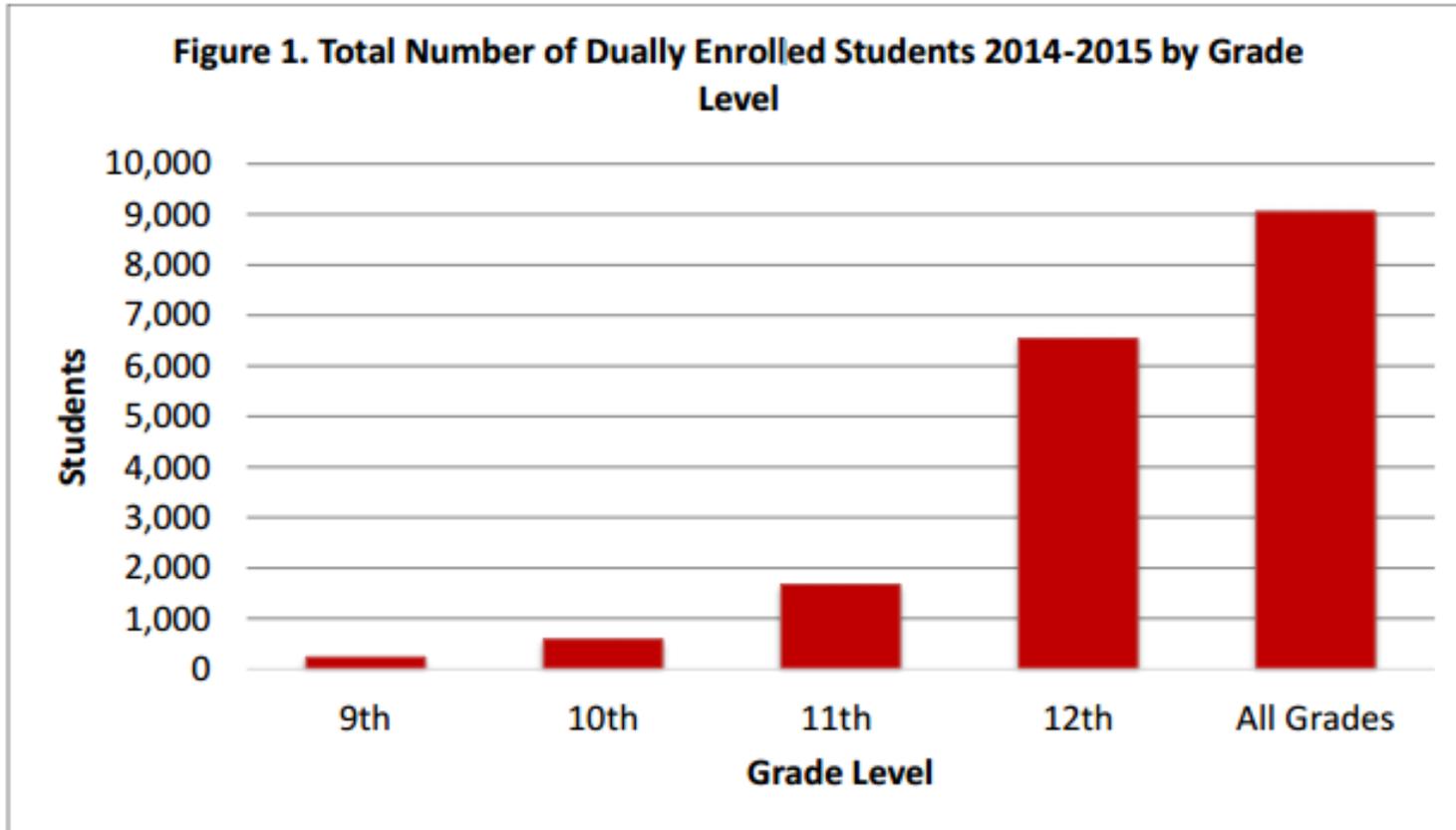
# METHOD

- Data were from the Maryland Longitudinal Data System (MLDS)
- Dual enrollment was operationalized by identifying students who:
  - Had overlapping enrollment dates in a Maryland public high school and a Maryland college
  - Were enrolled in college for at least 30 days.
- 2014-2015 enrollments were the primary focus of this report

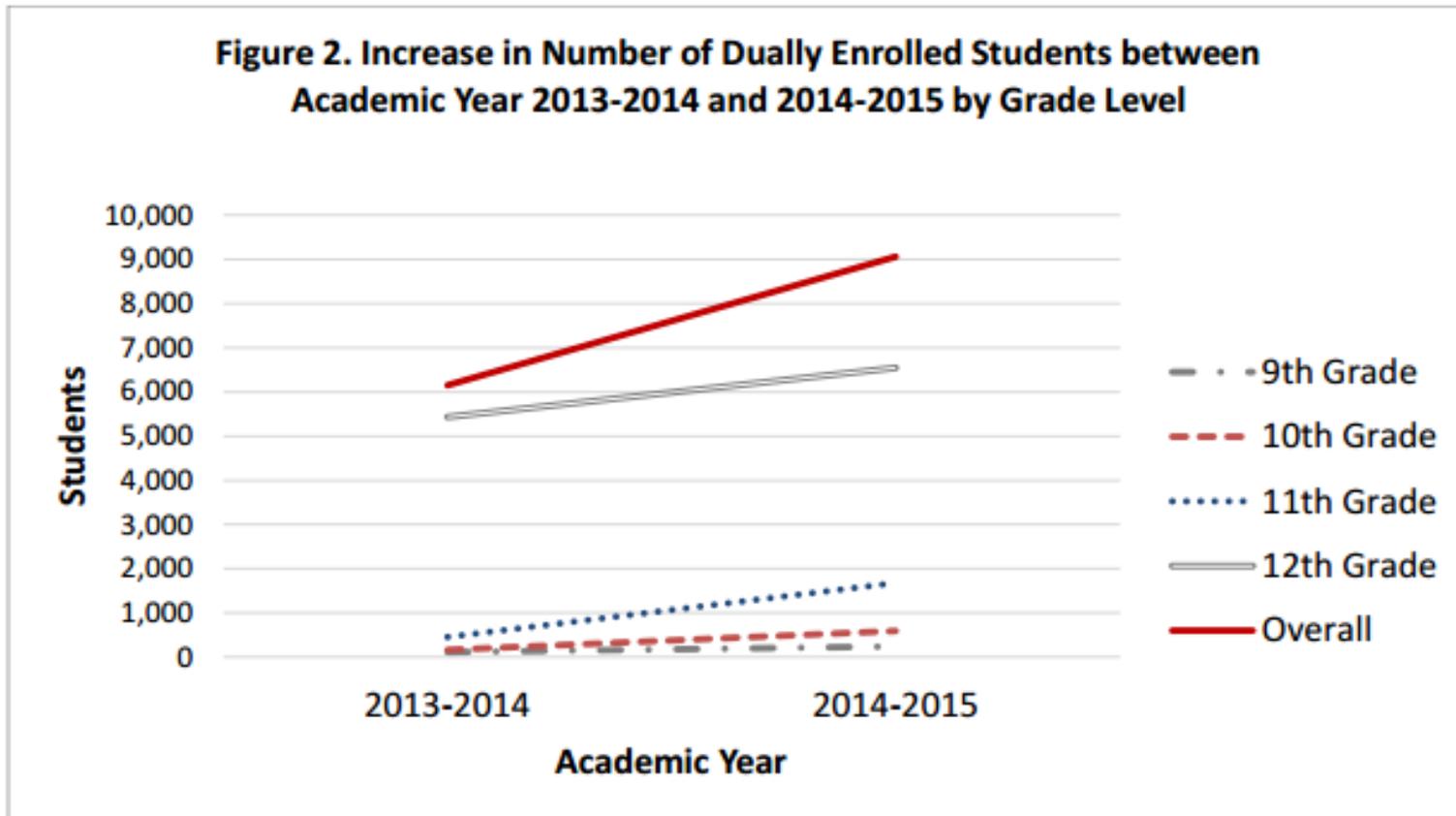
## METHOD: COURSE INFORMATION

- Public school districts assign course information for courses and identify students taking the courses.
- Each course is classified using the School Courses for the Exchange of Data (SCED) classification system.
- For this report, we identified dually enrolled students who were enrolled in college-level coursework (using data from MSDE).
- 29% of dually enrolled students had college level coursework identified.

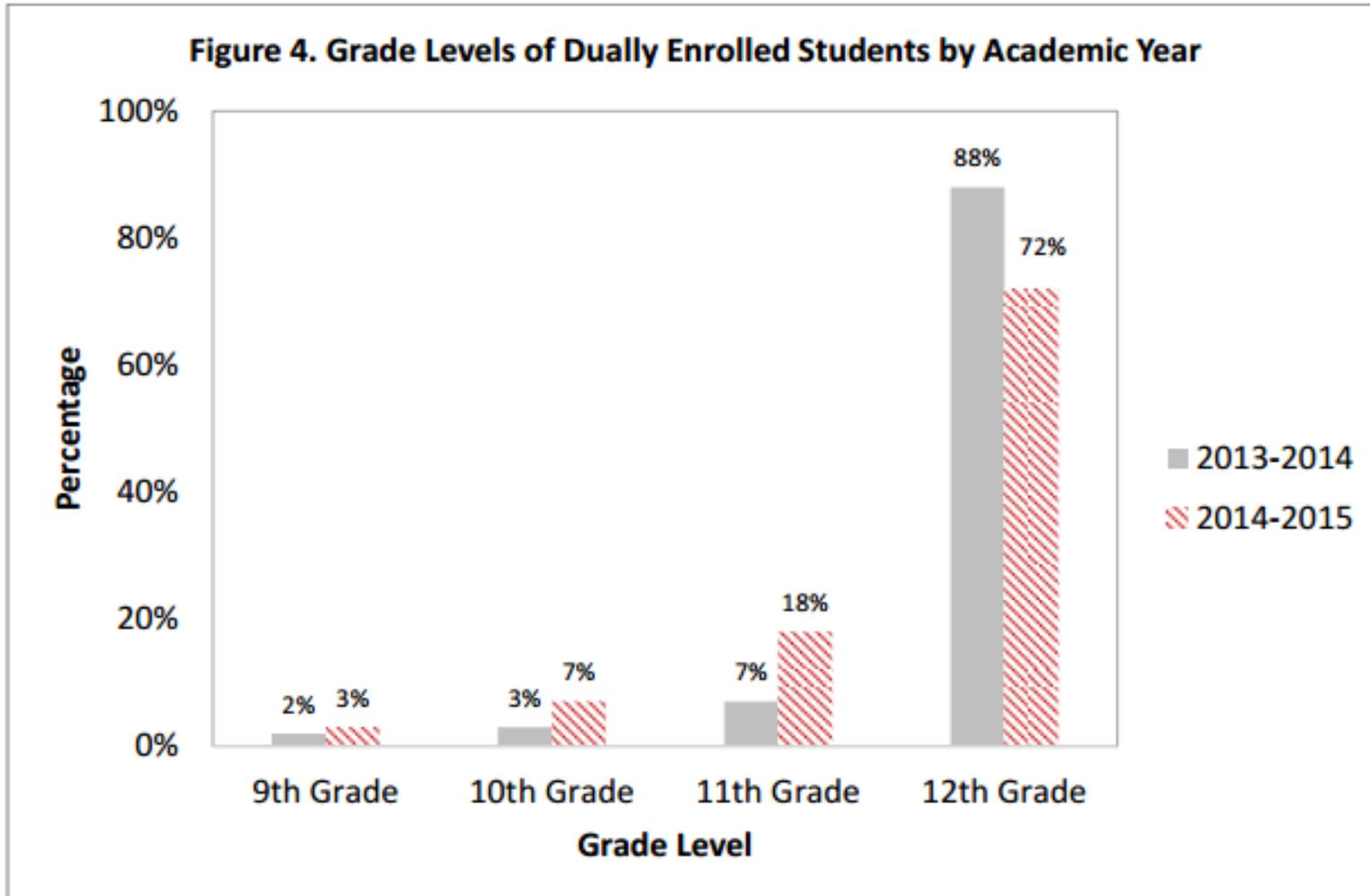
# HOW MANY STUDENTS WERE DUALLY ENROLLED (2014-2015)?



# HOW HAS THE NUMBER OF DUALLY ENROLLED STUDENTS CHANGED OVER TIME?



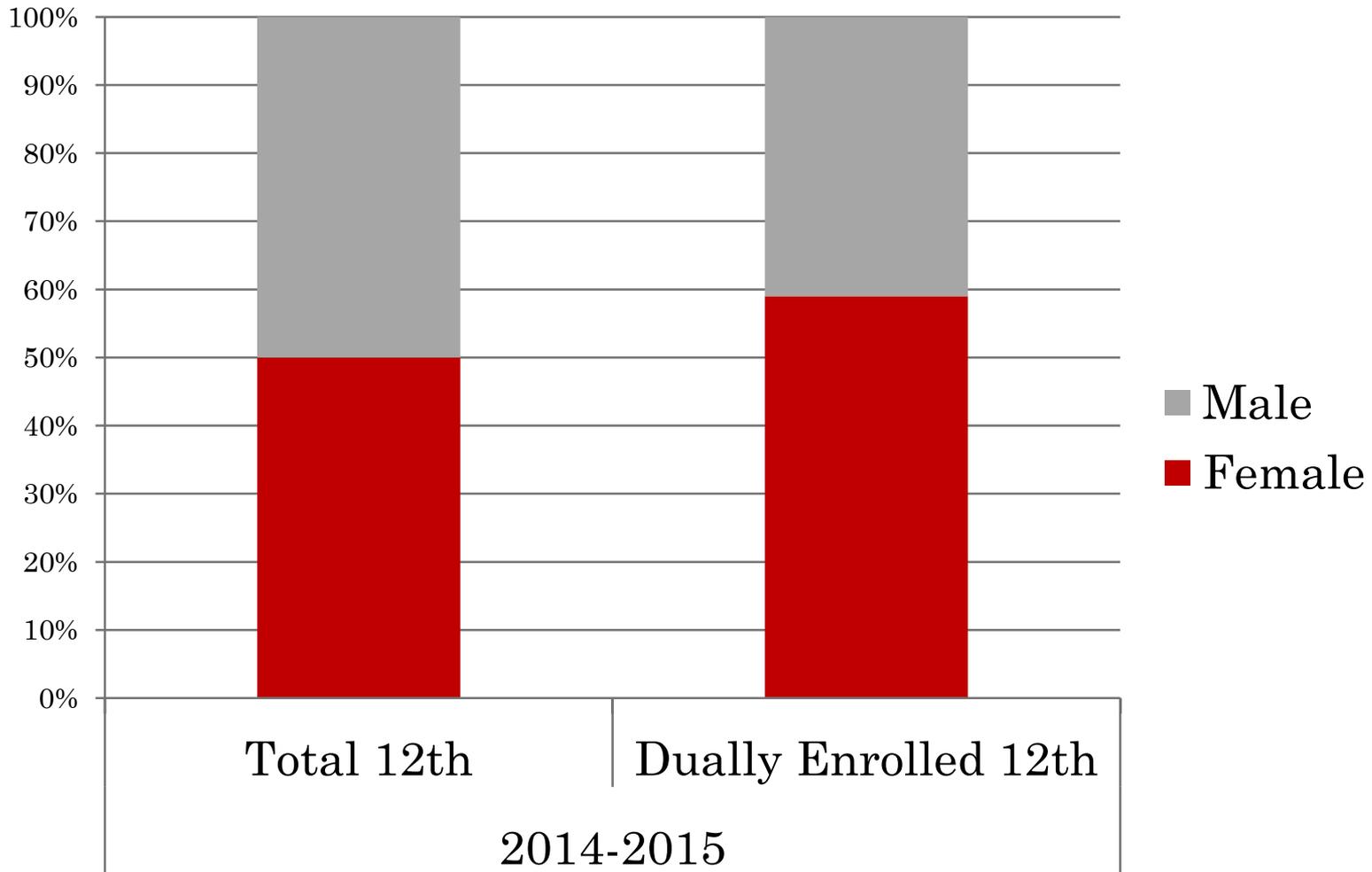
# HOW HAVE THE GRADE LEVELS OF DUALY ENROLLED STUDENTS CHANGED OVER TIME?



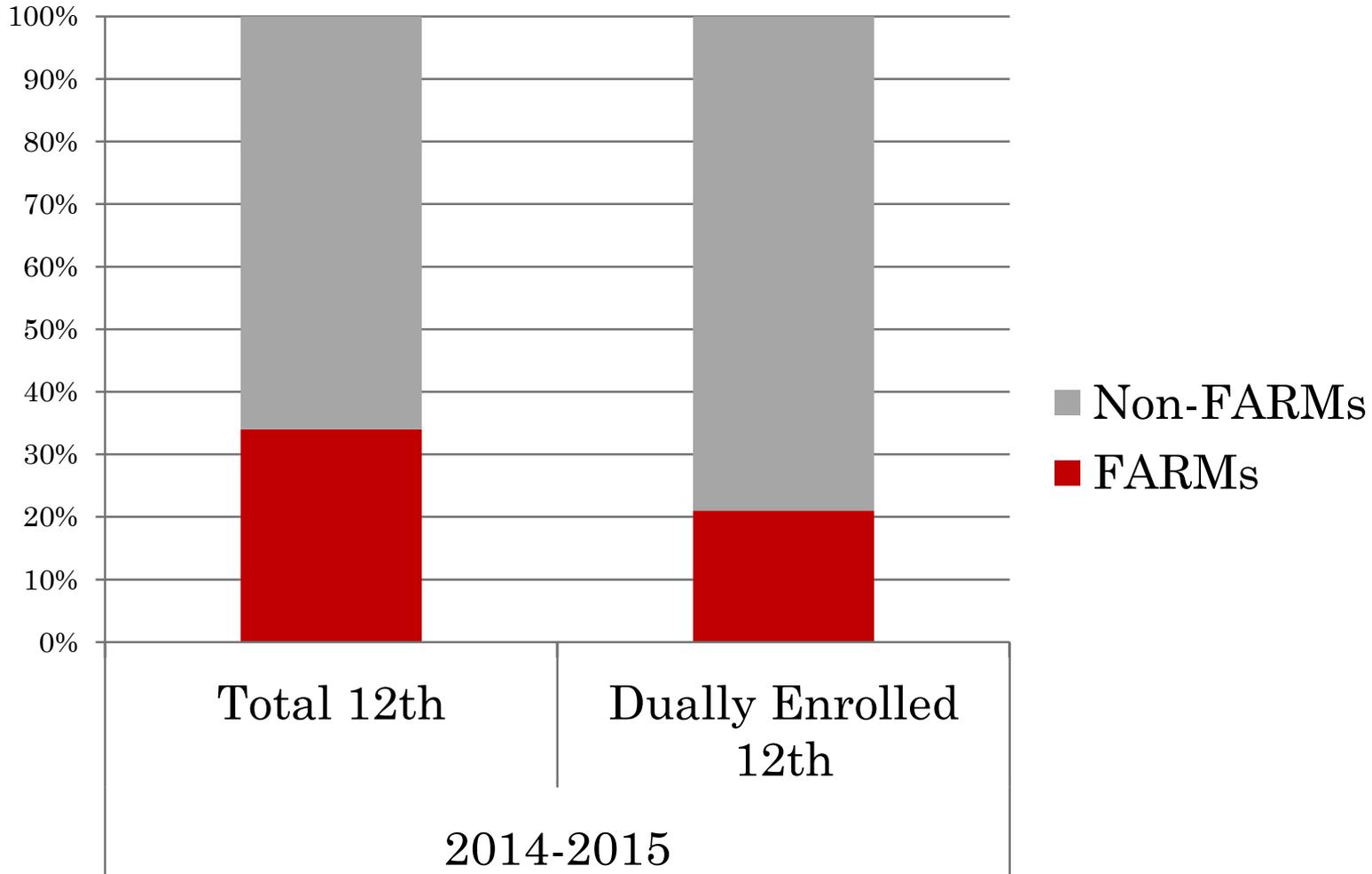
# HOW DOES THE PERCENTAGE OF DUALLY ENROLLED STUDENTS VARY BY DISTRICT?

	Total 12 <sup>th</sup> Grade Enrollment	12 <sup>th</sup> Grade Dually Enrolled 2014-2015		12 <sup>th</sup> Grade Dually Enrolled 2013-2014
	<i>N</i>	<i>N</i>	%	%
Maryland	61,622	6,548	11	9
<i>District</i>				
Washington	1,727	515	30	28
Baltimore City	4,895	119	2	3

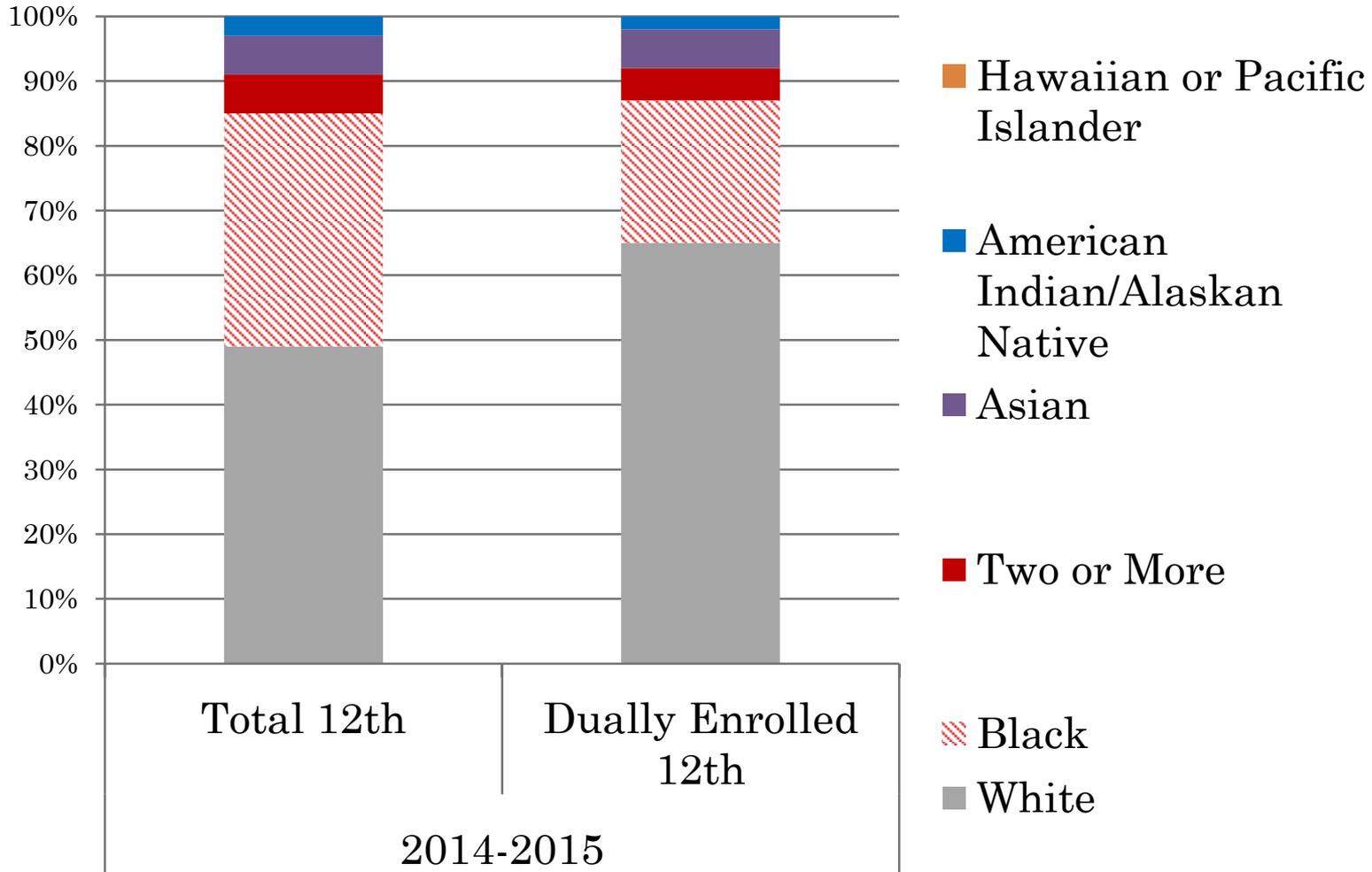
# DEMOGRAPHICS: GENDER



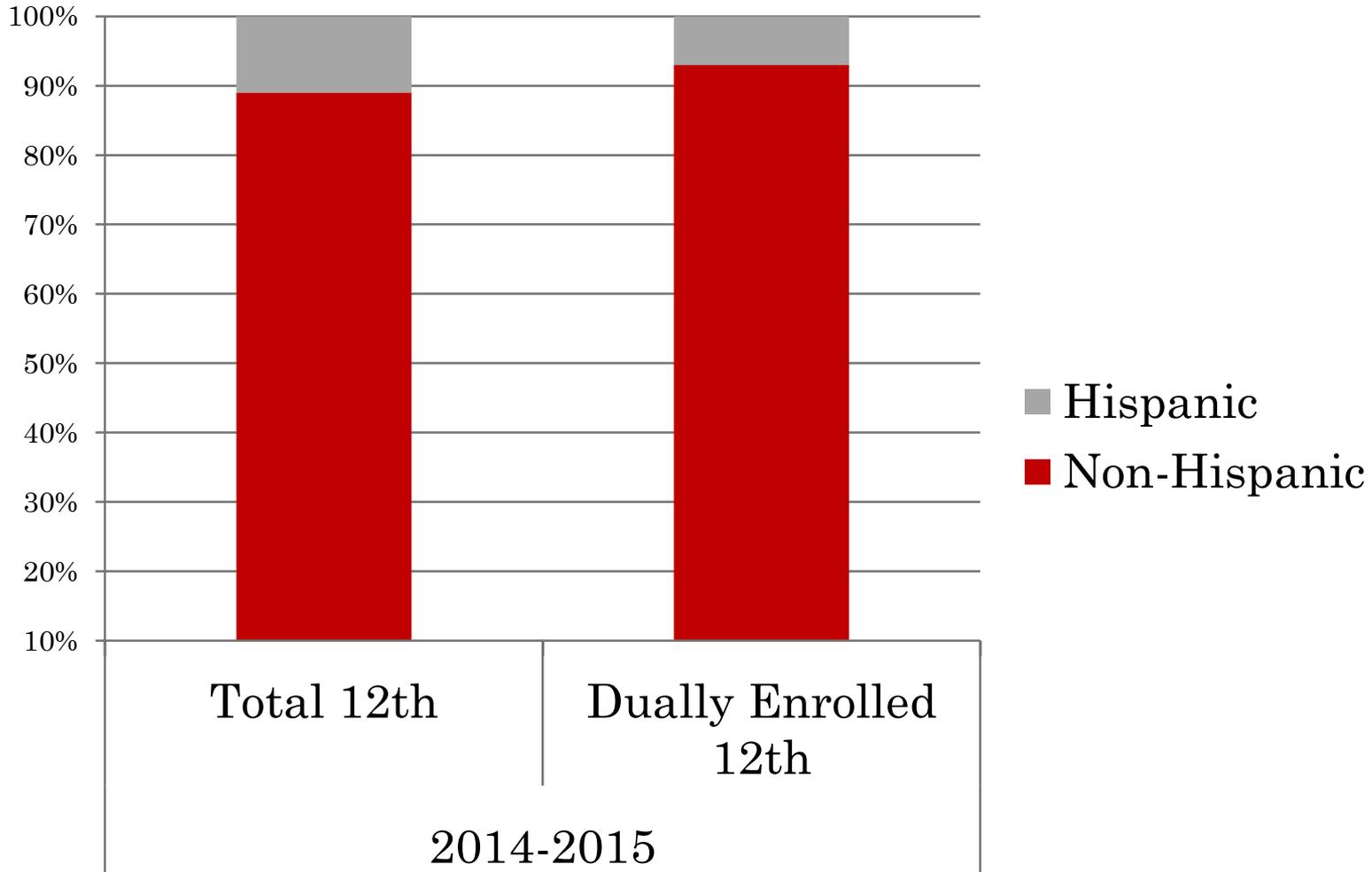
# DEMOGRAPHICS: FREE/REDUCED PRICE MEALS (FARMS)



# DEMOGRAPHICS: RACE

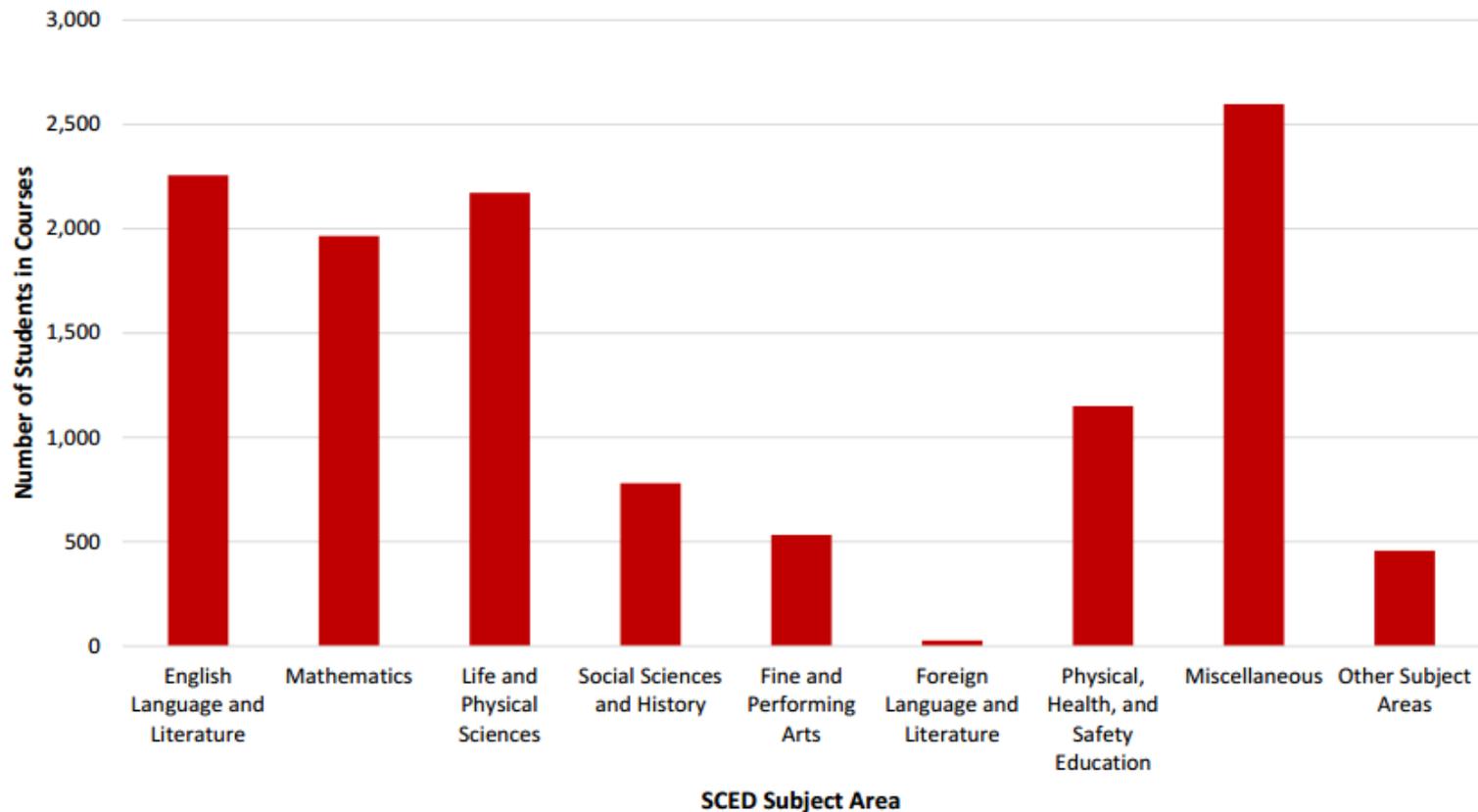


# DEMOGRAPHICS: ETHNICITY



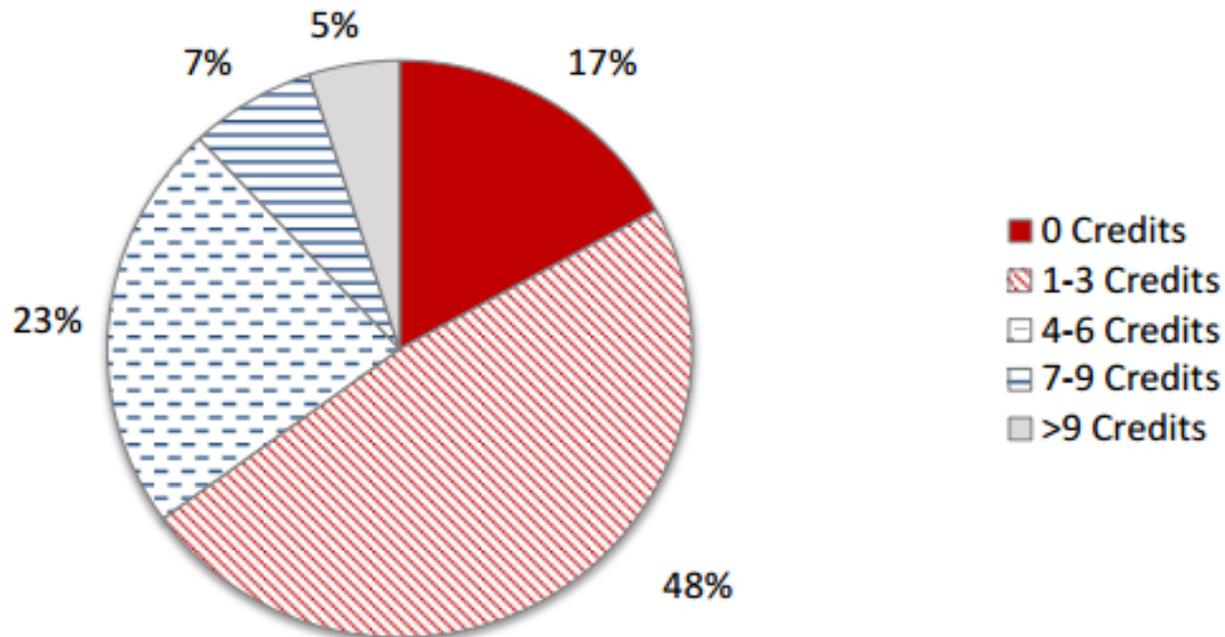
# WHICH COURSES DO DUALY ENROLLED STUDENTS TAKE?

**Figure 10. Course Information for 2014-2015 Dually Enrolled Students (All Grades) by School Courses for the Exchange of Data (SCED) Subject Area**



# HOW MANY CREDITS DO DUALLY ENROLLED STUDENTS EARN?

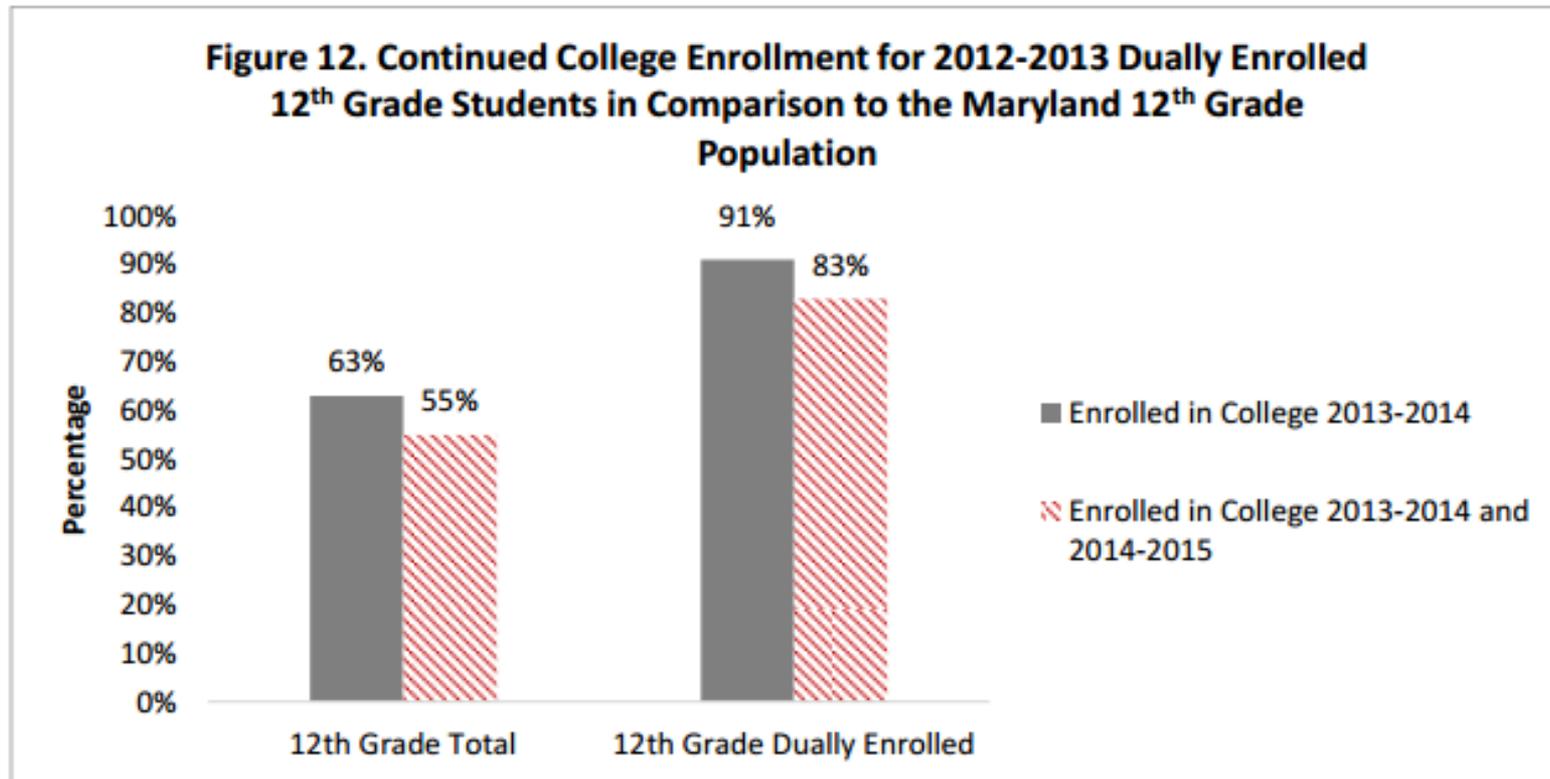
**Figure 11. Credits Earned by Dually Enrolled 12<sup>th</sup> Grade Students in Academic Year 2014-2015**



Note. Twenty-six percent of dually enrolled students were not included due to missing data.

Source: MHEC data

# WHAT ARE THE COLLEGE ENROLLMENT OUTCOMES OF DUALLY ENROLLED STUDENTS?



## SUMMARY OF RESULTS

- Number and percentage of dually enrolled students greatly increased between 2013-2014 and 2014-2015.
- The majority of dually enrolled students were female, white, non-Hispanic, and not eligible for FARMs.
- Miscellaneous, English language and literature, life and physical sciences, and mathematics were the most popular courses taken.
- The largest percentage of dually enrolled students had earned 1-3 college credits.

## SUMMARY OF RESULTS (CONTINUED)

- Dually enrolled students were more likely to enroll in college after one year when compared to the 12<sup>th</sup> grade population of students.
- Decrease of 8 percentage points in college retention into the second year was seen for both 12<sup>th</sup> grade dually enrolled students and the 12<sup>th</sup> grade population of students.
- Interpret with caution because dually enrolled students are also more likely to be female, white, not eligible for FARMs, characteristics associated with greater likelihood of enrolling in college.

## DIRECTIONS FOR FUTURE RESEARCH

- Improved course data collections → improved information on courses for dually enrolled students and trends in course taking over time.
- Additional years of data → examine longer term college outcomes (degrees earned, time to degree, etc.).
- Examine high school characteristics of dually enrolled students (high school course taking, assessment scores, attendance, etc.).
- Use dual enrollment to predict college outcomes after controlling for important differences in student populations.

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